

### *III. The Local Element of Resource Mapping*

One size does not fit all in Colorado. Therefore, to get the broadest understanding of the opportunities and challenges of sustaining School-to-Career across Colorado and to test the application of our work, the Resource Mapping project included a local component. Three diverse demonstration sites were chosen to develop models for sustaining School-to-Career locally. Each site was given a road map and some general travel guidelines, and directed to determine a process and chart a route to sustain School-to-Career in their community.

This section describes the local component of Resource Mapping, including . . .

- a) the project parameters;
- b) the diverse local processes;
- c) the common themes and differences evident across the projects; and
- d) recommended action steps for local partnerships to position themselves for sustainability.



## Chapter 3

# *The Local Element of Resource Mapping*

A key element of Colorado's Resource Mapping project is the local component. Because of Colorado's strong tradition of local control in education and School-to-Career, no statewide project would be complete without a local piece. The primary purpose of the local resource mapping projects was to test the travel parameters that had been developed via the state-level Resource Mapping project and to better understand the possible variations in travel routes to support and sustain School-to-Career. Imagine that you and two colleagues were each given a map and some travel parameters and directed to use these tools to travel to the west coast. One journey may follow a set of highways to reach the beaches in southern California...another trek may arrive in the rainforests of the Pacific northwest...and the third journey could end in the redwood forests of northern California. These locations are all valid travel destinations on the west coast and can be reached via a combination of routes, all of which include some common roadways and mutual junctions, as well as some solitary highways. A similar scenario applies to the local variations for developing a plan to support and sustain School-to-Career.

Therefore, to get the broadest understanding of Resource Mapping and to test the application of our work locally, we used a diverse set of demonstration sites to:

- a) provide very different expressions of the opportunities and challenges of Resource Mapping and policy alignment, and
- b) develop a diverse set of models of a sustainable School-to-Career system which can be adapted and used by communities across Colorado, and across the nation.

### *Choosing some travel outfitters*

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#### Selecting demonstration sites

Primarily, local partnerships in the final year of state implementation funding with a demonstrated record of leadership in implementing School-to-Career were considered as potential demonstration sites. We sought to identify a diverse set of sites which could reflect on their successes and challenges in implementing School-to-Career and discover the unique opportunities and barriers to sustaining the goals and principles of School-to-Career in their communities.



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Based on analyses of the community and capacity for sustainability, Denver, Salida, and Arapahoe/Douglas counties were chosen to be demonstration sites. They represent very different Colorado communities and bring an array of strengths to the Resource Mapping process:

Denver is an Enterprise Community and the Denver School-to-Career Partnership has received federal Urban Opportunity Grant funds in addition to School-to-Career implementation funding. The Denver Partnership comprises the entire Denver Public Schools, an urban school district of nearly 68,900 students. The Denver partnership is aggressively pursuing private resources and foundation funding to support its efforts to create a strong and sustainable School-to-Career system.

Salida is a small, rural community which has achieved remarkable sophistication in its implementation of School-to-Career. The District has managed to connect most conceivable grants and funding streams to support the goals and principles of School-to-Career. The partnership also benefits from a high level of private sector and community involvement. The Salida Public Schools includes approximately 1,200 students.

Arapahoe/Douglas Counties cooperate as a workforce development region and house one of Colorado's newly implemented One-Stop Career Centers. For years, Arapahoe and Douglas Counties have been strong leaders in Colorado's workforce development arena. The One-Stop provides a variety of employment and training services for adults and in- and out-of-school youth, and maintains an extensive employer network. Arapahoe and Douglas counties primarily include suburban and urban communities south of Denver; Douglas County is one of the fastest growing counties in the nation. Together, these counties house five School-to-Career partnerships, including two implementation sites and three transition sites. More than 620,000 people reside in the two counties.

## *Reving-up the Engines*

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### Setting the local processes in motion

Once the state-level process to develop a strategic plan to sustain School-to-Career was underway, the local projects were initiated. The tools developed via the state-level Resource Mapping process were provided to the demonstration sites to guide their projects. Working in unison with the state-level project made the locals' work less cumbersome because the sites did not have to develop a resource mapping framework – however, local partnerships can complete a Resource Mapping project independently of a statewide project. Partnerships which undertake Resource Mapping independently must first work through the state-level process (described in Chapter 2) to create a framework within which the project can be conducted.

In Colorado, \$12,000 was sub-granted to each demonstration site to cover the staff time and other costs of analyzing local capacity for sustaining the goals and principles of School-to-Career, and developing a sustainability model for their community. However, Resource Mapping



can be completed without any dedicated funds, especially if the project is undertaken as a piece of ongoing capacity-building efforts. In Colorado, funds essentially provided a dedicated means and flexibility for communities to determine strategies for continuing the goals of School-to-Career locally.

Demonstration sites submitted short proposals, outlining the process that would be used to develop a model for sustainability and a budget for completing the project. The local project criteria was similar to that of the state level-analysis and strategic plan for sustaining School-to-Career.

Sites were provided the following project framework to guide their work:

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1. Complete a resource scan (see Appendix), indicating a) what resources/programs currently support your School-to-Career system, b) how the identified resources are used to support your system, c) how any of the other resources could be used to support School-to-Career, and d) what additional resources, not identified at the state level, are used to support your School-to-Career system.
2. Consider how your partnership is organized and how all the resources identified in the resource scan support School-to-Career within four broad categories:
  - ◆ Education Reform: Elements of School-to-Career are integrated throughout the K-16 education system; statewide education reform initiatives are connected with the goals and principles of the School-to-Career system, supporting such efforts to increase student achievement and postsecondary options.
  - ◆ At-Risk Youth: A strong and sustainable School-to-Career system is a key strategy to ensuring that all students (including at-risk and out-of-school youth, youth with disabilities, academically talented students, minorities, children of migrant workers, young women, and students with limited English proficiency) are prepared for future employment and lifelong learning opportunities.
  - ◆ Workforce Development: Elements of School-to-Career are connected with the workforce development system; employer involvement is increased through new and expanded business-education partnerships.
  - ◆ Community Involvement: Partnerships and collaborative efforts connect students and families with community resources to ensure that all youth are prepared to attain education and employment goals.
3. Analyze School-to-Career goals within the framework of these themes, noting any gaps or barriers which hinder implementation of School-to-Career or achievement of its goals locally. For example, consider where the resources, services, and involvement of your partnership fall short at meeting School-to-Career goals. Similarly, indicate where natural relationships or other assets exist which help to connect School-to-Career's goals to services provided within these four themes.
4. Use the information collected via the resource scan and analyses to develop a local plan for



sustaining the K-16 School-to-Career system in your community. How would your partnership ideally be organized – within the framework of resources, policy, barriers, and assets that has been outlined – to sustain School-to-Career? In other words, develop a plan to address how School-to-Career's mission and goals will be institutionalized and sustained locally when the initiative's administrative and fiscal structures are lifted away.

## *Planning travel itineraries*

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*Demonstration  
sites used their  
own travel  
sensibilities to  
follow a route  
to sustain  
School-to-Career.*

Maintaining the pervasive theme of local control in Colorado and the broad project parameters provided via the state-level Resource Mapping project, each demonstration project was unique. However, there were also some notable similarities among the approaches and the conclusions described in the projects. Throughout the rest of this chapter, the projects will be described in detail, including: 1) the diverse processes undertaken to work through resource mapping at the local level; 2) an analysis of the common elements for sustaining the goals and principles of School-to-Career around these elements; 3) "lessons learned" via the local resource mapping projects; and 4) a summary of the local process, including a discussion of how these demonstration projects contributed to the statewide Resource Mapping project.

Diverse routes lead to a common destination

In Colorado, the demonstration sites were given a general road map to sustainability, which had been developed through the state-level Resource Mapping process, and asked to test the travel routes which had been plotted. Beyond the broad parameters of the map which was supplied, the demonstration sites exercised their own judgment and travel sensibilities in following the route. The following sub-section describes the unique processes used by the demonstration sites to determine strategies for sustaining School-to-Career locally.



Denver

The Denver Partnership is attempting to embed the principles of School-to-Career into the fabric of the Denver Public Schools' academic programs and educational reform efforts. Thus, Resource Mapping was regarded as a research project, offering opportunities to develop new connections with other reform efforts and expand efforts to integrate School-to-Career throughout District and community programs. In this sense, Denver's model for sustainability is a piece of a work-in-progress, rather than a specific plan for future action.

In general, the Denver project systematically works through the resource mapping process via the four themes for analysis which had been presented in the project parameters. The entire Denver Public Schools is used as a model for the project – particular focus is placed on district-wide policy and administrative structures which support School-to-Career.



## Arapahoe/Douglas

Arapahoe/Douglas used Resource Mapping as a means to develop strong connections among regional School-to-Career Partnerships, the One-Stop Career Center, employers, and other local stakeholders. This project presents a community-wide strategy for supporting and sustaining School-to-Career.

Arapahoe/Douglas' Resource Mapping project is largely structured around the four themes for analysis. However, because Arapahoe/Douglas Works!, the regional One-Stop Career Center, led the project, it took shape in an entirely different manner from the other projects – for example, this project is more focused on broad community outcomes for School-to-Career than Salida's or Denver's project.

The Arapahoe/Douglas project was developed via a collaborative process which involved the entire workforce development region, using three School-to-Career Partnerships within the region as primary project collaborators. Strong connections among the One-Stop and regional school districts, especially regarding programs and collaborative practices, allowed a positive, quick start to the project.

## Salida

Partly due to its geographic advantage as a rural, mountain community, Salida has implemented School-to-Career as a community-wide reform effort, involving K-14 education, parents, businesses, students, the media, and local government; Salida is now addressing sustainability from a vantage point which few partnerships in the nation can identify. Therefore, the Resource Mapping project was used to document the Partnership's work to create systemic change and efforts to rally an entire community around the need to build a system to prepare students for work and lifelong learning opportunities, build a strong community network, and ensure a competitive advantage for local employers. Essentially, Salida's project presents a panoramic, long-term view of the institutional changes necessary to achieve systemic change and details a clear picture of such a changed system.

Whereas both Denver and Arapahoe/Douglas used the Resource Mapping project as an opportunity to develop new alliances and linkages among a variety of programs and to set an action plan for sustainability, Salida has been actively aligning programs and resources to support School-to-Career throughout its grant period. Therefore, Salida used Resource Mapping as an opportunity to tie together many of the products and plans that had been developed through years of work in the School-to-Career realm and create a blueprint for sustainability from which the district can move forward. Salida's challenge, in the next phase of School-to-Career, is to build flexibility into the system so that it can respond to the ever-changing demands of the 21st century workplace and community. As Salida's School-to-Career coordinator stated, "I hope that we're not sustaining what we started four years ago because that is no longer relevant."

The following chart presents the diverse processes used by these sites to complete a Resource Mapping project and develop a plan to support and sustain School-to-Career in their communities.



### **Denver**

1. Analyze implementation: The status of School-to-Career implementation in the Denver Public Schools was analyzed. Particular attention was paid to identifying the School-to-Career Partnership's successes and challenges, and discovering areas for greater investments.

### **Arapahoe/Douglas**

1. Select partners: School-to-Career Partnerships in Aurora, Douglas County, and Englewood partnerships were invited to collaborate on the project.

### **Salida**

1. Review information: Scores of information detailing the creation of Salida's School-to-Career system, from 1996-1998, was gathered and reviewed. This step included reviews of a) minutes of meetings, policy statements, historical information, evaluation materials, and data collected throughout the implementation phase of School-to-Career; b) Partnership organization; c) details of the implementation process; d) utilization of resources; and e) the evaluation process.

### **Denver**

2. Collect data: School-to-Career staff interviewed district and local agency personnel to complete the Resource Scan and to identify areas for additional linkages and new partnerships to support School-to-Career.

### **Arapahoe/Douglas**

2. Research programs: School-to-Career coordinators from these partnerships teamed with One-Stop staff to complete the Resource Scan, resulting in four different iterations of the program and funding information. This information was used later in the resource mapping process to identify potential funding streams to help to sustain School-to-Career.

### **Salida**

2. Analyze information: Key components of Salida's School-to-Career model were analyzed. This step entailed a) analyses of the achievements and challenges in Salida around the four themes outlined in the resource mapping project; b) identification of the general barriers which impede implementation of School-to-Career; c) identification of potential strategies to improve implementation and work toward sustainability; and d) review of the impact of financial and human resources on the School-to-Career system.



### Denver

3. Examine successes and challenges:  
Using the four themes for analysis, Denver's School-to-Career achievements and opportunities for greater linkages were explored in more detail.
  - Education reform: School-to-Career connections in the areas of leadership, district policies, organization, K-12 district-wide focus, instruction, professional development, coordination with other reform efforts, and evaluations were examined.
  - Meeting the needs of at-risk students: School-to-Career connections among drop-out retrieval programs and alternative schools were analyzed. Linkages with Title I, Title II, Title VI, Gifted and Talented, English language acquisition, and the District's Math/Science Initiative were also investigated.
  - Workforce development connections: Partnerships with the Denver Chamber of Commerce and with specific employers were explored.
  - Community involvement: Marketing and other efforts to build community understanding of and support for School-to-Career were examined.

### Arapahoe/Douglas

3. Complete a fiscal analysis: A team of Arapahoe/Douglas Works! staff, local School-to-Career coordinators, and the regional coordinator participated in a "dream system" brainstorming session to devise a wishlist of core and enhanced services, funding priorities in a sustained School-to-Career system. These wishlists were then used to complete a fiscal analysis of a sustainable system: this analysis identified the minimum cost (i.e. only the core services) and the maximum cost (i.e. core services plus enhanced services) of sustaining School-to-Career in the three participating partnerships.

### Salida

3. Develop a model for sustainability:  
Following the review and analysis of all the data and materials, the process to create Salida's School-to-Career model was documented and modifications to the process to ensure sustainability were recommended.

### **Denver**

4. Develop an action plan for sustainability: Action priorities, which cut across many of the ideas discussed throughout the four areas for analysis, were identified. In addition to these broad priorities, critical priorities for School-to-Career integration were outlined for each of the four themes.

### **Arapahoe/Douglas**

4. Collect data: Following the team sessions, Arapahoe/Douglas Works! staff met individually with each of the three local School-to-Career coordinator to discuss sustainability and gather pertinent project data, including information about school district and community political environments, community support for School-to-Career, local School-to-Career leadership, obstacles and successes, local sustainability plans, and fiscal and funding cycle data.

### **Salida**

4. Prepare outreach materials: Documents and materials for professional development and community presentations regarding sustainability were developed and piloted. Presentations describe Salida's School-to-Career model, focusing on School-to-Career components, systems change, and integration of curriculum and technology throughout the system.

**Denver**

**Arapahoe/Douglas**

**Salida**

5. Analyze information: This information was synthesized into a framework for a strategic plan. The four themes for analysis were used as lenses for analyzing the information to devise recommendations and develop a plan for sustaining School-to-Career in the region.
6. Develop a plan for sustainability: Creation of a sustainability plan – including a financial plan and a summary of how the goals and principles of School-to-Career could be institutionalized within existing programs and systems once the federal funds sunset – concluded the project.

## *Identifying common junctions along the routes*

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### Recommendations to achieve systemic change locally

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Despite the different directions pursued by each demonstration site, some common elements are evident in all the projects. The most salient feature of this similarity is the general framework of systemic change which permeates all the analyses and recommendations. Each demonstration site has recognized that sustainability must be rooted in change which cuts across all systems: change must occur within the K-16 education system, among the community, and between the school district and key stakeholders. Elements common to a systems change focus include leadership, policy, evaluation, organizational structure, partnerships, and integration – these elements span the four themes for analysis, and were discussed throughout the local projects. Essentially, these are the key elements which supply evidence of local capacity for sustainability and must support the curricula and other changes necessary to sustain the principles of School-to-Career, a quintessential systemic change initiative.

The following sub-section describes the demonstration projects' recommendations within these systems change themes. Just as the themes for analysis in the state-level project were redefined into broader themes, more conducive to engendering policy recommendation, the same tactic applies in the local projects. This section redefines the demonstration projects' analyses, presenting the recommendations across the projects within a framework of these broader themes. Each systems change element will be described, followed by a recommended action plan for achieving sustainability around the element, using evidence presented in the demonstration projects. Following these action plans, a chart will present all the elements, describing how each has shaped School-to-Career implementation in the demonstration sites.

Leadership is a key element for success in implementing School-to-Career and building stakeholder support for change. Leaders with a vision of the outcomes and a process for achieving goals are key to implementing successful systemic change: strong leaders facilitate stakeholders' participation and communication, mobilize the community, build coalitions, and promote action. Leaders are also important for preparing stakeholders for future leadership roles in implementing and promoting the initiative.

The following critical priorities will help to ensure appropriate local leadership to support and sustain School-to-Career:

- ◆ Leaders throughout the School-to-Career system must be involved in efforts to support and sustain the goals and principles of School-to-Career; school boards, district superintendents, building principals and assistant principals, department directors, community and civic leaders, parent groups, business leaders, and others must all contribute leadership.
- ◆ Systemic change is dynamic – therefore, it is important to maintain the support of strong leaders who will continue to push for change. Yet, the system must be rooted in such broad support and public demand that it will continue regardless of changes or hiatus in leadership.



Organizational structure is an important element for engendering positive systems change. Institutions with an organizational culture rooted in collegial and interpersonal support are more likely to implement successful systemic change initiatives. Hierarchical, bureaucratic organizations, on the other hand, are much less successful in implementing systemic change.

The following critical priorities will support an action agenda to create an appropriate organizational structure to support and sustain School-to-Career:

- ◆ Network with district reform initiatives in more systematic and comprehensive ways. Provide coordinators and staff to various reform initiatives with opportunities to integrate School-to-Career principles into the curriculum; share resources across education initiatives.
- ◆ Work to position School-to-Career as a general education reform initiative.
- ◆ Continue to intertwine School-to-Career philosophy throughout the entire education system. Network with all system stakeholders to share ideas and staff development efforts.
- ◆ Determine funding strategies to maintain dedicated staff or a coordinator for School-to-Career so that the principles of the initiative remain very visible. Despite a supportive organizational structure, a local School-to-Career champion is key.

*... sustainability  
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Career ideals into  
the curriculum.*

Integration is a strong component of successful School-to-Career systems. Identifying common goals across disciplines and integrating curricula and other activities to support such common principles is a key step towards sustainability. As Arapahoe/Douglas' project noted, "...sustainability can only be achieved through integration of School-to-Career ideals into the curriculum and reinforced with special projects that allow the concepts to be presented in a variety of ever-changing applications."

The following critical priorities comprise an action agenda to align goals and integrate systems to support and sustain School-to-Career principles locally:

- ◆ Develop and emphasize School-to-Career principles at the elementary school level.
- ◆ Expand efforts to integrate School-to-Career with literacy, standards-based education, technology, and district goals.
- ◆ Identify more work-based learning experiences that connect to classroom learning on a district-wide basis. The challenge is to integrate and utilize business resources in the curriculum in both a manageable manner for teachers and schools and at an acceptable pace for businesses.
- ◆ Increase implementation of School-to-Career with "non-obvious" populations – e.g. gifted and talented and college-bound students as well as at-risk, drop-out, and offender populations – to avoid stereotyping School-to-Career as a vocational education or "tracking" program.



- ◆ Connect School-to-Career principles in counseling activities for all students. Ensure that career and academic counseling staff are included in the School-to-Career system.
- ◆ Utilize School-to-Career staff and other recognized district leaders to educate and support teachers, counselors, and administrators about the importance of integrating School-to-Career principles throughout the curriculum in each classroom, every day.
- ◆ Connect with local, state, and federal agencies that support and fund services for at-risk populations to ensure that such services are integrated into the curriculum and coordinated with School-to-Career activities.
- ◆ Build stronger relationships across education initiatives; highlight common goals and develop joint action plans to eliminate potential competition for support.

Collaboration/Partnerships are important elements for building successful systemic change initiatives. A strong, diverse partnership broadens School-to-Career's reach by supplying capacity for an array of important functions, including mentoring, job shadowing, student internships and teacher externships, field trips, student projects, co-op programs, career fairs, alternative schools, classroom speakers, and more. Frequent communication among partners is vital for cultivating and maintaining support for School-to-Career.

Employers and the community were both stressed, throughout the demonstration projects, as key partners to be involved in School-to-Career partnerships. Without the support and involvement of such stakeholders outside the realm of education, School-to-Career cannot maintain the momentum to sustain itself.

The following critical priorities will build broad, collaborative local partnerships to help sustain the goals and principles of School-to-Career:

- ◆ Connect with the major players in the workforce development arena – jointly identify opportunities and strategies for coordinating activities among education and employment and training initiatives.
- ◆ Develop strategies to expand the number and level of commitment of employers involved in business-education partnerships.
- ◆ Form stronger partnerships with higher education to ensure a truly seamless K-16 educational system.
- ◆ Increase communication among all stakeholders; use influential community members to rally support for School-to-Career.
- ◆ Improve and develop credibility with the employer community, increasing both financial and philosophical support for School-to-Career.
- ◆ Engage union leadership in the partnership.



*Long-term  
sustainability is  
rooted in policy.*

- ◆ Provide more and better information to parents to help them understand School-to-Career, its purpose, and how it will help their children to achieve their highest potentials. Build alliances with parents, using parent groups to advocate for the permanent status of School-to-Career.
- ◆ Renew and expand connections with community allies; leverage their expertise, networks, and leadership to support School-to-Career.
- ◆ Engage local philanthropic organizations in School-to-Career activities; encourage their support to help maintain funding.

Policy to support systemic change is a key element for sustaining School-to-Career. A combination of internal and external political support must accompany change initiatives. Outside of such political support, it is equally important for policies to be in place and/or developed to support the initiative. Each demonstration project emphasized that long-term sustainability is rooted in local policy, and suggested that a lack of effective policy could be a significant barrier to sustainability.

The following critical priorities are important for developing policies to support and sustain School-to-Career locally:

- ◆ Develop and expand district-wide policies, integrating School-to-Career principles into policies supporting standards and assessments, literacy, programs for at-risk and out-of-school youth, and others.
- ◆ Press for changes in teacher education policies. For example, certification which requires knowledge and demonstration of School-to-Career principles would ensure basic knowledge standards for all professional educators regarding School-to-Career competencies.
- ◆ Encourage political activism, especially among local educators, to support the need to update basic minimum qualifications for educators.
- ◆ Develop plans/policies to leverage flexible funding streams – e.g. Goals 2000, Youth-at-Risk, and Carl Perkins – to form a financial base to support School-to-Career principles.
- ◆ Explore employers' willingness to invest in training of a skilled workforce as a potential source of funds to support School-to-Career activities.
- ◆ Develop plans to secure budget line-items – in the budgets of school districts, One-Stops, non-profits, employers, and other partners – to support the goals and principles of School-to-Career.



Evaluation was a strong theme stressed in the local Resource Mapping projects, manifested in a variety of ways. Ongoing evaluation of goals and outcomes is key for sustaining systemic change initiatives. Curriculum enhancement, achievement, and other key outcomes must be identified and measured to increase support for School-to-Career.

The following critical priorities will ensure a system that uses evaluation as a strong tool for demonstrating School-to-Career's success and ensuring its longevity:

- ◆ Establish tangible outcomes from which the success of the initiative can be measured.
- ◆ Include School-to-Career principles in evaluations of all levels of district personnel.
- ◆ Maintain networks for collecting research and data to evaluate the effectiveness of School-to-Career on student achievement.
- ◆ Collect data to demonstrate positive, local results. Focus on specific results supporting curriculum changes/enhancements from School-to-Career connections, involvement of all students in School-to-Career activities, demonstrated student achievement from participating in School-to-Career activities, and applied learning which spans the K-16 curriculum.

### *Identifying common points-of-interest along the routes*

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#### Lessons Learned

The demonstration sites agreed that Resource Mapping was an extremely helpful process, especially to indicate opportunities to support and sustain the goals and principles of School-to-Career. Throughout the three demonstration projects some common key lessons were referenced. For example:

- ◆ Completing the resource scan provided an excellent opportunity for the demonstration sites to develop linkages with many of the programs with which they had not yet connected. This exercise provided opportunities both for local School-to-Career staff to learn about programs related to School-to-Career and for staff of these programs to learn about School-to-Career and understand how their goals are congruent. For example, following the meeting between the Denver School-to-Career staff and Gifted and Talented program staff, prompted by the Resource Mapping project, the School-to-Career staff were invited to attend the district's next Gifted and Talented meeting to discuss linkages.
- ◆ This project allowed the demonstration sites to understand weak links in the system and develop action plans to ensure stronger connections across all facets of systems which prepare students to achieve academically and excel in future careers.

*Resource Mapping  
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partnerships to  
pursue.*





- ◆ All the demonstration sites agreed that the resource mapping process was extremely useful in planning for sustaining School-to-Career locally, especially in identifying broad, system-building priorities and action priorities to embed School-to-Career into the curriculum and program operations.
- ◆ Determining strategies to blend initiatives, especially around newly identified common goals, was an important outcome of Resource Mapping – this strategy will help to make the “whole” of the School-to-Career system more than the “sum of its parts.”
- ◆ Resource Mapping clearly articulated action plans, for the partnerships represented by the three demonstration sites, to pursue. Ideas for using the system-building elements to form a stronger system comprised the core of these action plans.
- ◆ Institutional collaboration is a key to using existing policies in new ways to support and sustain School-to-Career locally.



**Systems-Building Elements**  
**~ Local Evidence of Sustainability ~**

<b>LEADERSHIP</b>		
<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
In Denver, School-to-Career has greatly benefited from the strong support of the Superintendent who has made School-to-Career a District goal. This leadership has elevated School-to-Career's status in Denver, especially among building principals and other key personnel, to that of a comprehensive reform strategy to increase student achievement and engage all students in learning. This strong, visible leadership has also been a key factor in engaging stakeholder support.	Leadership is identified as an entity or coalition which can garner leadership from key constituencies. The One-Stop was presented as an example of such an entity which can engender the leadership of the employer community to rally for sustainability of School-to-Career. By requiring certain educational outcomes from prospective hires, employers can encourage school districts to develop internal leadership to ensure that such demands can be met. Such a symbiotic leadership model will focus School-to-Career on producing broad outcomes which speak loudly to potential leaders/supporters, including businesses, parents, and the school district.	Salida's successes are also rooted in strong, committed leadership. In Salida, support from the Board of Education and administration allowed a quick start-up for School-to-Career, mobilizing external forces, building coalitions, and promoting action. Such leadership garnered a wide array of stakeholder support – including accountability committees, school administrators, faculty, parents, and community and civic leaders – in the early stages of the initiative to champion School-to-Career concepts and press for deeper reform.

<b>ORGANIZATIONAL STRUCTURE</b>		
<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
School-to-Career is part of the division of secondary education in the Denver Public Schools. This organizational model heightens the visibility of School-to-Career and aligns the initiative with general education reform initiatives, including standards and assessments. Additionally, schools throughout the district have been directed not to create separate School-to-Career committees, but to combine efforts with existing committees focusing on curriculum, literacy, standards and assessments, etc.	As a cutting-edge One-Stop Career Center, Arapahoe/Douglas Works! provides integrated employment, education, and training services for adults, youth, and students. It has developed a unique organizational model whereby a county/One-Stop employee is outstationed at Englewood High School – essentially acting as a satellite One-Stop office – to provide transition and other career and education services to out-of-school youth. However, because of its direct presence in the school, any student or interested individual may access the One-Stop and its available services.	In Salida, School-to-Career was fully integrated into district operations early in the grant period. In this organizational model, preschool through higher education missions were reviewed and realigned into a comprehensive learning system; School-to-Career was implemented as one component of the “Salida Learning System,” a creation of extensive, district-wide K-12 curriculum planning, documentation, and analyses to integrate academic standards into a seamless K-12 system across the four core areas. Moreover, in Salida, School-to-Career is driven by consensus, not mandate.

<b>INTEGRATION</b>		
<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
In Denver, School-to-Career's position in the division of secondary education has been important to foster integration of School-to-Career principles throughout the curriculum because the initiative is perceived as a general education reform strategy. This model presents the potential to integrate School-to-Career principles throughout all instructional strategies, at all education levels. Currently, faculty participate in business externships and other professional development activities focused on integrating School-to-Career into the curriculum.	Arapahoe/Douglas' project aptly noted, "...sustainability can only be achieved through integration of School-to-Career ideals into the curriculum and reinforced with special projects that allow the concepts to be presented in a variety of ever-changing applications." Weaving of School-to-Career's principles throughout programs whose goals are aligned with School-to-Career's goals will have a great impact on institutionalizing the initiative, helping to sustain School-to-Career locally.	Integration has been the modus operandi in Salida since initial receipt of the School-to-Career grant. In the first year of the grant, the district's vision, mission, goals, and action plan were all reviewed and re-written to reflect School-to-Career components. Following this review, a five-year plan was developed to integrate School-to-Career, standards and assessments, Tech Prep, and other key education initiatives. Additionally, funding streams and goals of every education and workforce development initiative were reviewed and have been integrated into the overall School-to-Career system.

<b>COLLABORATION/PARTNERSHIPS</b>		
<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
Charles Schwab, an extremely active employer in the Denver partnership, has created flexible work schedules for parents to work hours which coincide with their children's school schedules. The School-to-Career Partnership has also developed strong connections with the Denver Chamber of Commerce, and has supported its "Youth at Work" program.	"The local business community can be utilized as financial partners as well as potential employers. Many employers are investing heavily in their own workforce to cultivate the skills they require of employees, and this willingness to invest should be explored and developed." For example, Norwest Bank has implemented an organization-wide policy including participation in School-to-Career activities as an evaluation criteria for all levels of bank employees.	Many of Salida's marketing efforts are geared to increasing employer and community involvement in School-to-Career activities.

<b>POLICY</b>		
<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
In Denver, policies have been adopted by the School Board to ensure that the superintendent's commitment to School-to-Career is translated to school buildings. These supportive policies include: 1) secondary administrators' performance evaluations include criteria of their leadership in implementing School-to-Career goals; 2) all schools must identify School-to-Career strategies in annual accountability/school improvement plans; 3) all high schools must submit a staff development plan that addresses the integration of School-to-Career concepts across the curriculum; and 4) all middle schools must include School-to-Career concepts, focusing on workplace standards, in staff development plans.	Arapahoe/Douglas discussed policy more broadly, in terms of general policies which could benefit a number of districts in an area. For example, Arapahoe/Douglas discussed strategies for securing School Finance Act funds for programs to serve out-of-school youth, using the One-Stop as the broker for the necessary policy commitments. The project described such a relationship between Arapahoe/Douglas Works! and Englewood and Sheridan school districts, where out-of-school youth are retrieved into a combination work and school program at the One-Stop, funded via the School Finance Act. This model both supports School-to-Career principles and leverages state funds that would not otherwise be available.	K-12 education policy in Salida has been thoroughly aligned with the goals and principles of School-to-Career. Specifically, School-to-Career principles have been integrated in district policies throughout the Salida Learning System, including policies affecting budgets, funding, operations, and staff development. Since 1995, district goals and curriculum policies have been modified to reflect School-to-Career concepts and a commitment to high academic standards. Annual building-level action plans include School-to-Career as a component of district-wide education planning.

<b>EVALUATION</b>		
<u>Denver</u>	<u>Arapahoe/Douglas</u>	<u>Salida</u>
<p>Denver and Arapahoe/Douglas described some of the School-to-Career evaluations that had been conducted locally, stressing the importance of strong evaluations and other measures of success. Both demonstration sites agreed that evaluation is equally important to demonstrate compliance with grant requirements, as to demonstrate local success, garnering the necessary support to sustain the initiative over time.</p>		<p>Salida described an extensive array of data-gathering activities to measure and document the changes resulting from School-to-Career implementation. For example, student and faculty surveys determined the institutional and curricular changes which could be attributed to School-to-Career implementation; community surveys assessed the level of community support for and understanding of School-to-Career; and a variety of more specific surveys – including sixth-grade career fair surveys, job fair surveys of students and employers, an implementation team survey, and steering committee reports – measured increases in satisfaction with School-to-Career activities.</p>

## Analysis of the local element of resource mapping

Upon analysis of the demonstration sites' processes, action plans, and lessons learned, it is interesting to observe the similarities and differences between the state-level recommendations and those of the demonstration sites. For example, both the state and local projects stress policy change as a key element for sustaining School-to-Career principles – however, the difference between the state and local policy recommendations is notable. Whereas the state-level recommendations focus on policy change in a global sense, stressing legislation, resource realignment, waivers, and inter-agency collaboration as tactics for sustaining School-to-Career, the local recommendations largely focus on developing the appropriate leadership, collaboration, organizational structure, etc. to support such state-level policy change.

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This dichotomy – whereby the demonstration projects focus on the system-building elements (e.g. leadership, evaluation, collaboration, partnerships) necessary to support policy change, while the state-level project focuses on the actual policy changes necessary to create an infrastructure of programs and practice to support and sustain School-to-Career – is striking. However, this dual-role scheme between the state and local partnerships is also very rational. Resource Mapping suggests that the state's responsibility is to develop the broad policy changes and encourage inter-agency collaboration to support and sustain the global goals and principles of School-to-Career. The local partnerships' responsibility, then, is to align the system-building elements to create an appropriate infrastructure to ensure that the state policies can be utilized to their fullest extent to support local School-to-Career goals.

Considering our travel analogy, these roles make sense. In essence, the state's role is to define the parameters for travel, ensuring that appropriate roads, rest areas, clear signage, and marked detours exist. The state-level Resource Mapping project used these parameters to plot an efficient route to sustain the principles of School-to-Career, mapping out junctions, detours, and points-of-interest along the way. The locals' role, then, is to use this map to navigate their own path. They have a useful tool to aid their trip – however, the locals are responsible for securing a reliable vehicle, understanding how to read a map, planning overnight accommodations, and making the actual journey.

Therefore, Resource Mapping suggests that the state can be the most useful to local partnerships by building as much flexibility as possible into the route that is plotted. It is important for the state to give the local partnerships, who will make the actual trip, a useful tool to navigate the route – however, to be of the most use, that map must suggest a variety of alternate routes, accommodations, and rest areas so that travelers have as much flexibility as possible to design a trip to meet their unique needs and make the journey in their own time and their own way. Similarly, the local partnerships must communicate with the state, indicating where the map is not clear, describing new road blocks that emerge, and articulating other impediments to a smooth journey to sustaining School-to-Career.

Resource mapping will be an ongoing process – involving state agencies, school districts, local agencies, and communities – to develop a statewide infrastructure to support and sustain the goals and principles of School-to-Career, improving educational achievement and postsecondary and career opportunities for all Colorado youth.

